National Survey of Student Engagement
Results of Persisting First-Year Students and Non-Persisting First-Year Students

Presented to First-Year Experience Faculty

By
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# Academic Performance of Full-time, First-time Students

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Initial Cohort (N)</td>
<td>1,280</td>
<td>1,334</td>
<td>1,284</td>
<td>1,469</td>
<td>1,303</td>
</tr>
<tr>
<td>Combined SAT Score (Mean)</td>
<td>1,032</td>
<td>1,032</td>
<td>1,027</td>
<td>1,011</td>
<td>1022</td>
</tr>
<tr>
<td>HS Class Rank (Mean Percentile)</td>
<td>59</td>
<td>60</td>
<td>60</td>
<td>59</td>
<td>60</td>
</tr>
<tr>
<td>Completion Rate (Pct)</td>
<td>98%</td>
<td>96%</td>
<td>97%</td>
<td>99%</td>
<td>97%</td>
</tr>
<tr>
<td>Returned Following Spring (Pct)</td>
<td>93%</td>
<td>90%</td>
<td>91%</td>
<td>93%</td>
<td>–</td>
</tr>
<tr>
<td>Retention to Following Fall</td>
<td>80%</td>
<td>76%</td>
<td>79%</td>
<td>79%</td>
<td>–</td>
</tr>
<tr>
<td>Fall semester credits attempted (Mean)</td>
<td>13.9</td>
<td>13.8</td>
<td>13.9</td>
<td>14.4</td>
<td>14.9</td>
</tr>
<tr>
<td>Fall semester credits completed (Mean)</td>
<td>12.3</td>
<td>11.9</td>
<td>12.3</td>
<td>12.9</td>
<td>13.4</td>
</tr>
<tr>
<td>First semester GPA (Mean)</td>
<td>2.57</td>
<td>2.44</td>
<td>2.58</td>
<td>2.51</td>
<td>2.71</td>
</tr>
<tr>
<td>First Semester GPA Below 2.0 or WD (Pct)</td>
<td>23%</td>
<td>29%</td>
<td>24%</td>
<td>24%</td>
<td>19%</td>
</tr>
<tr>
<td>First Semester GPA 3.0 or Above</td>
<td>35%</td>
<td>31%</td>
<td>37%</td>
<td>33%</td>
<td>41%</td>
</tr>
</tbody>
</table>
National Survey of Student Engagement

- Administered each Spring to first-year students and graduating seniors

- CCSU response rate for 2008: 23% (n=297 first-year students)

- We need additional help with promoting the survey in 2009
Items Associated with Persistence

- Assignments requiring collaboration outside of class, integrate various sources, include diverse perspectives, and prompt different understandings
- Relationships with students, faculty, and administrators
- Institutional support for academic success and social needs
- Institutional contribution to learning
- Satisfaction
Assignments & Coursework

- Students who persisted reported completing more assignments or coursework that required:
  - Integration
  - Collaboration
  - Diverse Perspectives
  - Making Judgments

- Students who persisted also communicated more frequently with instructors using email
Integrating Various Sources

In your experience at your institution during the current school year, about how often have you worked on a paper or project that required integrating ideas or information from various sources?

- Often: 37%
- Very Often: 31%

Not Retained (n=46)
- Often: 17%
- Very Often: 31%

Retained (n=246)
- Often: 44%
- Very Often: 31%

Data Sources: CCSU 2008 NSSE results & IR Data Warehouse StufileF08
Assignments with Diverse Perspectives

In your experience at your institution during the current school year, about how often have you included diverse perspectives (difference in races, religions, genders, political beliefs, etc.) in class discussions or writing assignments?

Data Sources: CCSU 2008 NSSE results & IR Data Warehouse StufileF08
Worked with Classmates
Outside of Class

In your experience at your institution during the current school year, about how often have you worked with classmates OUTSIDE OF CLASS to prepare class assignments?

Data Sources: CCSU 2008 NSSE results & IR Data Warehouse Stufife08
Used Email to Communicate with an Instructor

In your experience at your institution during the current school year, about how often have you used e-mail to communicate with an instructor?

Data Sources: CCSU 2008 NSSE results & IR Data Warehouse StufleF08
Coursework Emphasized Making Judgments

During the current school year, how much has your coursework emphasized MAKING JUDGMENTS about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of conclusions?

Data Sources: CCSU 2008 NSSE results & IR Data Warehouse StufielF08
Learning that Changed Their Understanding

During the current school year, about how often have you learned something that changed the way you understand an issue or concept?

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Often</th>
<th>Very Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Retained (n=37)</td>
<td>32%</td>
<td>16%</td>
</tr>
<tr>
<td>Retained (n=217)</td>
<td>42%</td>
<td>24%</td>
</tr>
</tbody>
</table>

Data Sources: CCSU 2008 NSSE results & IR Data Warehouse StudfileF08
## Relationships with People

- Students who persisted reported better relationships with:
  - Other students
  - Faculty members
  - Administrative personnel and offices
Relationships with Other Students

Select the circle that best represents the quality of your relationships with other students at your institution.

**Not Retained (n=34)**

<table>
<thead>
<tr>
<th>Circle</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>3</td>
<td>24%</td>
</tr>
<tr>
<td>4</td>
<td>9%</td>
</tr>
<tr>
<td>5</td>
<td>35%</td>
</tr>
<tr>
<td>6</td>
<td>9%</td>
</tr>
<tr>
<td>7</td>
<td>12%</td>
</tr>
</tbody>
</table>

**Retained (n=214)**

<table>
<thead>
<tr>
<th>Circle</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>11%</td>
</tr>
<tr>
<td>2</td>
<td>14%</td>
</tr>
<tr>
<td>3</td>
<td>20%</td>
</tr>
<tr>
<td>4</td>
<td>27%</td>
</tr>
<tr>
<td>5</td>
<td>25%</td>
</tr>
</tbody>
</table>

**Data Sources:** CCSU 2008 NSSE results & IR Data Warehouse StufileF08

- Unfriendly, Unsupportive, Sense of Alienation
- Friendly, Supportive, Sense of Belonging
Relationships with Faculty

Select the circle that best represents the quality of your relationships with faculty members at your institution.

Not Retained (n=34)

1. Unavailable, Unhelpful, Unsympathetic
2. Available, Unhelpful, Unsympathetic
3. Available, Unhelpful, Sympathetic
4. Available, Helpful, Unsympathetic
5. Available, Helpful, Sympathetic
6. Unavailable, Helpful, Unsympathetic
7. Unavailable, Helpful, Sympathetic

Retained (n=213)

1. Unavailable, Unhelpful, Unsympathetic
2. Available, Unhelpful, Unsympathetic
3. Available, Unhelpful, Sympathetic
4. Available, Helpful, Unsympathetic
5. Available, Helpful, Sympathetic
6. Unavailable, Helpful, Unsympathetic
7. Unavailable, Helpful, Sympathetic

Data Sources: CCSU 2008 NSSE results & IR Data Warehouse StufieF08
Relationships with Administrators

Select the circle that best represents the quality of your relationships with administrative personnel and offices at your institution.

- **Not Retained (n=34)**
  - 15% Unhelpful,
  - 27% Inconsiderate,
  - 15% Rigid
  - 9% Helpful,
  - 21% Considerate,
  - 6% Flexible

- **Retained (n=214)**
  - 6% Unhelpful,
  - 6% Inconsiderate,
  - 17% Rigid
  - 23% Helpful,
  - 24% Considerate,
  - 18% Flexible

*Data Sources: CCSU 2008 NSSE results & IR Data Warehouse StufileF08*
Time Usage

- Students who persisted reported:
  - Not working over 20 hours per week
  - Spending more time on co-curricular activities
Time Working Off-Campus

About how many hours do you spend in a typical 7-day week working for pay **OFF-CAMPUS**

**Not Retained (n=34)**

- 0 hours: 44%
- 1-5 hours: 8%
- 6-10 hours: 10%
- 11-15 hours: 15%
- 16-20 hours: 9%
- 21-25 hours: 8%
- 26-30 hours: 4%
- 31+ hours: 0%

**Retained (n=211)**

- 0 hours: 38%
- 1-5 hours: 9%
- 6-10 hours: 6%
- 11-15 hours: 12%
- 16-20 hours: 9%
- 21-25 hours: 12%
- 26-30 hours: 9%
- 31+ hours: 24%

This item did not rise to the generally accepted level of statistical significance with a 2-tailed t-test, but both distribution violate the requirements for a normal distribution.

*Data Sources: CCSU 2008 NSSE results & IR Data Warehouse StufleF08*
Time Participating in Co-Curricular Activities

About how many hours do you spend in a typical 7-day week participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, sports, etc.)

**Not Retained** (n=34)

<table>
<thead>
<tr>
<th>Hours per 7-day Week</th>
<th>0</th>
<th>1-5</th>
<th>6-10</th>
<th>11-15</th>
<th>16-20</th>
<th>21-25</th>
<th>26-30</th>
<th>31+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent</td>
<td>47%</td>
<td>35%</td>
<td>12%</td>
<td>6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Retained** (n=211)

<table>
<thead>
<tr>
<th>Hours per 7-day Week</th>
<th>0</th>
<th>1-5</th>
<th>6-10</th>
<th>11-15</th>
<th>16-20</th>
<th>21-25</th>
<th>26-30</th>
<th>31+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent</td>
<td>41%</td>
<td>29%</td>
<td>12%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This item did not rise to the generally accepted level of statistical significance with a 2-tailed t-test, but both distribution violate the requirements for a normal distribution.

*Data Sources: CCSU 2008 NSSE results & IR Data Warehouse StufileF08*
Institutional Emphasis

- Students who persisted reported greater institutional emphases on:
  - Academic support
  - Social support
  - Attending campus events
  - Using computers in academic work
Institutional Emphasis: Academic Support

To what extent does your institution emphasize providing the support you need to help you succeed academically?

Data Sources: CCSU 2008 NSSE results & IR Data Warehouse StufileF08
Institutional Emphasis: Social Support

To what extent does your institution emphasize providing the support you need to thrive socially?

**Percent of First-Year Respondents**

<table>
<thead>
<tr>
<th>Not Retained (n=33)</th>
<th>Retained (n=207)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quite a bit</td>
<td>18%</td>
</tr>
<tr>
<td>Very much</td>
<td>15%</td>
</tr>
</tbody>
</table>

Data Sources: CCSU 2008 NSSE results & IR Data Warehouse StufileF08
Institutional Emphasis: Attending Campus Events

To what extent does your institution emphasize attending campus events and activities (special speakers, cultural performances)?

Data Sources: CCSU 2008 NSSE results & IR Data Warehouse StufileF08
Institutional Emphasis: Using Computers in Academics

To what extent does your institution emphasize using computers in academic work?

Data Sources: CCSU 2008 NSSE results & IR Data Warehouse StufileF08
Personal Growth & Development

- Students who persisted reported higher levels of personal growth and development in almost all areas; most dramatically these were:
  - Thinking Critically & Analytically
  - Working Effectively with Others
  - Analyzing Quantitative Problems
  - Understanding Yourself
  - Using Computing & Information Technology

- Corollary: students who left tended to report the institution made fewer contributions to their learning.
Institutional Contribution (selected items)

Thinking Critically and Analytically

To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in thinking critically and analytically?

Data Sources: CCSU 2008 NSSE results & IR Data Warehouse StufileF08
Institutional Contribution (selected items)

Working Effectively with Others

To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in working effectively with others?

Data Sources: CCSU 2008 NSSE results & IR Data Warehouse StufileF08
Institutional Contribution (selected items)

Analyzing Quantitative Problems

To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in analyzing quantitative problems?

<table>
<thead>
<tr>
<th>Percent of First-Year Respondents</th>
<th>Not Retained (n=32)</th>
<th>Retained (n=202)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>31%</td>
<td>29%</td>
</tr>
<tr>
<td></td>
<td>13%</td>
<td>45%</td>
</tr>
</tbody>
</table>

Data Sources: CCSU 2008 NSSE results & IR Data Warehouse StufileF08
Institutional Contribution (selected items)

Understanding Yourself

To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in understanding yourself?

Data Sources: CCSU 2008 NSSE results & IR Data Warehouse StufileF08
Institutional Contribution (selected items) Using Computing/Info Technology

To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in using computing and information technology?

Percent of First-Year Respondents

- Not Retained (n=32)
  - Quite a bit: 34%
  - Very much: 13%

- Retained (n=204)
  - Quite a bit: 43%
  - Very much: 32%

Data Sources: CCSU 2008 NSSE results & IR Data Warehouse StufileF08
Satisfaction

- Students who persisted reported higher levels of satisfaction with:
  - Academic Advising
  - The overall educational experience

- They also reported a greater likelihood to choose CCSU if they had to start over again
Satisfaction with Academic Advising

Overall, how would you evaluate the quality of academic advising you have received at your institution?

Data Sources: CCSU 2008 NSSE results & IR Data Warehouse StufileF08
Satisfaction with Entire Educational Experience

Overall, how would you evaluate the quality of your entire educational experience at your institution?

Data Sources: CCSU 2008 NSSE results & IR Data Warehouse StufleF08
Satisfaction

If you could start over again, would you attend the same institution you are now attending?

Data Sources: CCSU 2008 NSSE results & IR Data Warehouse StufleF08
Conclusions

- Engagement, learning, satisfaction, and persistence are associated characteristics of first-year students.

- Most retention literature posits that increasing one of these characteristics will also increase others, although caution should be taken not to attribute causality to the associations.